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ABSTRACT

The Institutional Goals Inventory (I.G.I.), an integral part of the Institutional Goals-Setting Model developed at Brevard Community College during the fall of 1973, was field-tested during the period December 15, 1973 through February 1, 1974. The Inventory consists of 90 statements of possible institutional goals, to which the respondent gives two replies--(1) How important is the goal at this institution at this time? and (2) How important should the goal be at this institution? The results of the field testing are recorded in this report. (Author/SGM)

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A REPORT ON THE FINDINGS OF THE ADMINISTRATION OF THE INSTITUTIONAL GOALS INVENTORY

JC 740 159

prepared by

BREVARD COMMUNITY COLLEGE

for the

Central Florida Community College Consortium

May, 1974

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The Institutional Goals Inventory (I.G.I.) (see Appendix A), an integral part of the Institutional Goals-Setting Model developed at Brevard Community College during the Fall, 1973, was field-tested during the period December 15, 1973 through February 1, 1974. The results of that field testing are recorded on the following pages.

PART I

PRELIMINARY INFORMATION

Institutional Goals Inventory

The I.G.I. is a tool used by many college communities to delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constitutent groups can contribute their thinking about desired institutional goals.

The inventory is composed of 90 goal statements - - statements which attempt to conceptualize in a meaningful way the spectrum of goals of American colleges and universities in the early 1970's - - divided into twenty goal areas. There are four goal statements per goal area with ten goal statements categorized under the rubric *miscellaneous*. The twenty goal areas are divided into thirteen outcome goals and seven process goals as follows:

Outcome Goals (goals the college seeks to realize)

Academic Development (acquisition of knowledge, academic mastery, etc.)

Intellectual Orientation (as an attitude, style, commitment to learning, etc.)

Individual Personal Development (of one's unique human potential, etc.)

Human/Altruism (idealism, social concern, etc.)

Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts, etc.)

Traditional Religiousness

Vocational Preparation

Advanced Training (graduate, professional)

Research

Meeting Local Needs (community public service, etc.)

Public Service (to regional, state, national, international agencies)

Social Egalitarianism (meeting educational needs of people throughout the social system)

Social Criticism/Activism (toward change in American life)

Process Goals (goals of a supportive nature – when attained, they facilitate reaching the outcome goals)

Freedom (academic, personal)

Democratic Governance (emphasizing structural factors)

Community (emphasizing attitudinal factors - - morale, spirit, ethos)

Intellectual/Aesthetic Environment (intellectual stimulation, excitement, etc.)

Innovation

Off-Campus Learning

Accountability/Efficiency (See Appendix B.)

The I.G.I. also enables the use of up to twenty additional goal statements of particular interest to a given campus. These goal statements are prepared by the local college, are responded to on page 10 of the instrument, and the tabulations are included in the standard score report provided by the Educational Testing Service (ETS). Appendix C contains 19 goal statements developed at Brevard Community College and included in the I.G.I.

For each of the goal statements appearing in the inventory booklet, the respondent is asked to check the degree of importance for the institution on a five point scale. Response choices are: (1) *of no importance* or *not applicable*; (2) *of low importance*; (3) *of medium importance*; (4) *of high importance*; and, (5) *of extremely high importance*. Each respondent is asked to respond to the goal statements both in terms of perceived existing goals and goal preferences ("is" and "should be").

Goal area/statement means[1] and standard deviations[2] are the basic summary results provided by

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[1]A goal area mean is simply the average of the means for the four goal statements comprising that goal area. A mean may range from 1.0 through 5.0

For goal statements the means are computed by averaging the responses (No or N/A=1; Low=2; Med=3; High=4; Ext. High=5) from each individual.

[2]A given goal area standard deviation is merely the mean of the standard deviations for each of the four items included in the goal area.

ETS from an I.G.I. administration. A given goal area mean, for example, can be interpreted within the context of the I.G.I. response format (*of low importance, of medium importance, etc.*). the higher the "is" goal area mean, the greater the importance the goal is seen as presently having on the campus compared with other goals. The higher the "should be" mean, the more importance that goal should have in the eyes of the respondent group.

The standard deviations for the 20 goal areas (109 goal statements) indicate the relative degree of agreement or consensus within the respondent group with regard to each goal area. The smaller the standard deviation, the greater the agreement as to its importance (either as "is" or "should be"). One would generally expect smaller standard deviations for the "is" than for "should be" ratings, since the former are perceptions of present reality while the latter are in the nature of personal opinions about the way things should be.

Goal area/statement discrepancies, the gap between the mean "should be" score and the mean "is" score, are also provided by ETS. The goal area, for example, leading the list is the one having the largest "should be" - "is" discrepancy; the one at the bottom has the smallest discrepancy, or possibly a reverse gap (indicating that, in the view of the respondent group, the goal should be of lesser importance than it currently is). Generally speaking, this listing suggests possible priorities for institutional change; the areas at the top of the list are ones that the I.G.I. respondent group believe should receive greater emphasis than they are presently receiving.

An important feature of the I.G.I. is that a college can determine the goal opinions of up to five different sub-groups. At Brevard Community College, the following sub-groups were identified: 1. faculty; 2. students; 3. administrators; 4. trustees; and, 5. Brevard County residents.

Population and Sample

Population

The population in this investigation consisted of: 1. residents of Brevard County; 2. full-time and part-time students attending Brevard Community College; 3. full-time instructional faculty at Brevard Community College; 4. administrative personnel at Brevard Community College, and, 5. members of the Board of Trustees at Brevard Community College.

Sample

All trustees (N=5), administrative personnel (N=46), and full-time instructional faculty (N=190)

were selected to participate in the investigation. A random sample[1] of 300 Brevard Community College students and 300 Brevard County residents was drawn. Eight-hundred and forty-one persons were asked to complete the I.G.I.

Method of Data Collection

On January 7, 1974, Dr. Maxwell C. King, President of Brevard Community College, sent a letter to Brevard Community College faculty, administrative personnel, students, and residents of Brevard County in which he explained the intent of the Institutional Goals-Setting Model and requested their assistance in completing the Institutional Goals Inventory (see Appendix D). Instructions needed to properly complete the I.G.I. were attached to each letter (see Appendix E).

At the January meeting of the Board of Trustees, Dr. King distributed copies of the I.G.I. to board members and, after briefing them on its purpose, asked that they complete and return it to Dr. Robert L. Breuder, Director of the Goals Project.

A follow-up letter was sent by Dr. Breuder to those persons who did not return a completed inventory by the deadline date of January 18, 1974. In his letter, Dr. Breuder re-emphasized the importance of completing the inventory and expressed his appreciation for their interest and assistance (see Appendix F). Follow-up phone calls were periodically made to members of the Board of Trustees.

Four-hundred and forty-seven (53%) Institutional Goal Inventories were returned and considered usable. Figure 1 shows the number and percentage of returns by sub-group.

Figure 1
NUMBER AND PERCENTAGE OF INVENTORY RETURNS BY SUB-GROUP

Sub-Group	Inventories Sent	Inventories Returned	
	N	N	%
BCC Administrators	46	44	96
BCC Faculty	190	155	82
BCC Students	300	138	46
Brevard County Residents	300	109	36
BCC Trustees	5	1	20*
Totals	(841)	(447)	(53)

*** The score report provided by ETS did not include an analysis for the sub-group trustees because of the number of returns.**

[1]The student sample was selected by computer from the Fall 1973 student enrollment lists. Brevard County residents were selected, proportionately, from the three telephone directories serving the county.

Cost of Field-Testing

Figure 2 reveals the cost of field-testing the I.G.I. The total cost of $1,607.76 does not reflect salary expenditures, which are estimated to be $300.00

Figure 2
COST OF FIELD-TESTING THE INSTITUTIONAL GOALS INVENTORY

Item	Cost
Inventories - Purchase	$ 420.00
- Scoring	560.00
Postage	472.67
Supplies (envelopes, labels, etc.)	110.09
Duplicating Costs	45.00
Total	$1,607.76

PART II

INSTITUTIONAL GOALS INVENTORY FINDINGS

Preface

The computer printout provided by ETS contained more than 35 pages of informative data. In order not to inundate the reader in a voluminous amount of data, thereby reducing the significance and impact of the findings, only the highlights of the ETS report are presented in the ensuing fourteen tables.

Abstract

Data gathered through the administration of the I.G.I. permits the following observations to be made:

- even though there is considerable agreement on what "is" and " should be" the goals of the college, there also exists significant disagreement;
- there are some significant differences of opinion on what "is" and "should be" the priority of goals at the College;
- whereas the four respondent sub-groups often agree on what "is" and "should be" the goals of the College, significant differences in perception are not infrequent; and,
- goal priorities for one sub-group are generally not shared by the other sub-groups.

Inventory respondents indicated that at Brevard Community College the most important goals "should be" *to provide students with an opportunity to train for specific vocational careers, to provide continuing educational opportunities for local area adults,* and *to provide the most effective learning resources,* respectively. It is interesting to see that respondents believe goals like *to implement a management information system which utilizes the latest techniques of management* and *to allocate funds in accordance with priorities to meet established goals* "should be" ranked lower in importance than they currently are.

The fact that faculty members are far more sensitive about goals related to *freedom* and *democratic governance,* students about *off-campus learning* and *social criticism/activism,* and administrators about *accountability/efficiency* and *meeting local needs* is of little surprise.

This study also shows that there exists within students and Brevard County residents some misunderstanding as to what are legitimate goals of the College. Respondents to the I.G.I. indicated

that greater attention "should be" given to each of the goals in the inventory except one: *to excel in inter-collegiate athletic competition.*

The 447 people completing the inventory believe that the largest discrepancies between what "is" perceived to be a goal at the College and what "should be" appears in the goal statements *to instill in students a life-long commitment to learning, to help students identify their own personal goals and develop a means of achieving them,* and *to maintain a climate of mutual trust and respect among students/faculty/administrators,* respectively. The latter two are particularly important because the respondent group believes they should be among the most important at the College.

Findings

Table 1 on page 8 presents goal area summaries for the total group rank ordered by "is" and "should be" means and discrepancy factors. This table shows that inventory respondents believe that greater importance "should be" given to each of the twenty goal areas than currently "is". The goal area with the largest discrepancy is *individual personal development* (+1.23) with *community* (+1.17) and *intellectual orientation* (+1.14) following respectively. The smallest discrepancy factors are in the goal areas *cultural aesthetic awareness* (+.36), *freedom* (+.46), and *accountability/efficiency* (+.59), respectively, indicating that the College is more on target.

Respondents clearly feel that *vocational preparation* "is" and "should be" the most important goal at BCC. Although *academic development* "is" currently perceived as the second most important goal area, respondents felt that it "should be" ranked sixth. *Traditional religiousness, advanced training,* and *research* are considered of low importance as goal areas. In comparing "is" and "should be" mean rankings, it can be seen that in six *(intellectual orientation, individual personal development, human/altruism, democratic governance, community,* and *intellectual/aesthetic environment)* of the twenty goal areas, the "should be" mean is ranked higher than the "is" mean.

Although *advanced training* is considered to be of low importance as an institutional goal, the standard deviations of 1.04 ("is" mean) and 1.44 ("should be" mean) would seem to indicate that there is more disagreement among respondents than in other goal areas. A standard deviation of .70 indicates that there is more agreement among respondents as to whether *vocational preparation* "should be" a goal at the College than whether it "is" a goal.

TABLE 1: GOAL AREA SUMMARIES FOR TOTAL GROUP RANK ORDERED BY "IS" AND "SHOULD BE" MEANS AND DISCREPANCY FACTORS

Goal Area	"Is" Mean	"Is" Rank	"Should Be" Mean	"Should Be" Rank	Discrepancy* Factor	Discrepancy* Rank
OUTCOME GOALS						
Academic Development	3.19 **(.87)	2	3.81 (.85)	6	+.62	14
Intellectual Orientation	2.87 (.89)	8	4.01 (.79)	4	+1.14	3
Individual Personal Development	2.81 (.93)	11	4.04 (.88)	3	+1.23	1
Humanism/Altruism	2.58 (.87)	13	3.59 (1.02)	11	+1.01	4
Cultural Aesthetic Awareness	2.81 (.85)	11	3.17 (.91)	14	+.36	19
Traditional Religiousness	1.74 (.81)	18	2.33 (1.28)	19	+.59	16
Vocational Preparation	3.30 (.90)	1	4.28 (.70)	1	+.98	5
Advanced Training	2.11 (1.04)	16	2.71 (1.44)	18	+.60	15
Research	2.09 (.97)	17	2.72 (1.25)	17	+.63	13
Meeting Local Needs	3.16 (.85)	3	3.92 (.85)	5	+.76	11
Public Service	2.73 (.93)	12	3.50 (.99)	12	+.77	10
Social Egalitarianism	2.96 (.96)	7	3.60 (1.00)	10	+.64	12
Social Criticism/ Activism	2.44 (.91)	14	3.06 (1.14)	15	+.62	14
PROCESS GOALS						
Freedom	3.02 (1.00)	5	3.48 (1.11)	13	+.46	18
Democratic Governance	2.81 (.92)	11	3.78 (.91)	7	+.97	6
Community	3.01 (.95)	6	4.18 (.74)	2	+1.17	2
Intellectual/Aesthetic Environment	2.83 (.86)	10	3.78 (.87)	7	+.95	7
Innovation	2.84 (.85)	9	3.66 (.91)	9	+.82	8
Off-Campus Learning	2.23 (.91)	15	3.03 (1.20)	16	+.80	9
Accountability/ Efficiency	3.09 (.91)	4	3.68 (.87)	8	+.59	17

* "Should Be" mean minus "Is" mean.

** Standard Deviation.

Table 2 depicts miscellaneous goal statement summaries for the total group rank ordered by "is" and "should be" means and discrepancy factors. Of the ten goals listed, respondents felt that it is most important *to maintain or work for a reputable standing for the institution within the academic world* (# 80). It is somewhat surprising to see that the goals *to achieve consensus among people on campus about the goals of the institution* (# 90), and *to systematically interpret the nature, purpose and work of the institution to citizens off campus* (# 89), respectively, are perceived by the respondent group as being of low importance at the College.

Respondents indicated that the goals *to ensure that students who graduate achieve some level of reading/writing/math competency* (# 12) and *to be organized for short, medium, and long-range planning for the total institution* (# 84) "should be" of high importance at Brevard Community College.

According to the discrepancy factors in Table 2, nine of the 10 goals "should be" given greater importance than they currently are. The respondent group felt the goal *to excel in inter-collegiate athletic competition* (# 86) "should be" of lesser importance than it currently "is". This is the only reverse gap which appeared on the I.G.I.

Table 3 on page 11 contains local goal statement summaries for the total group rank ordered by "is" and should be" means and discrepancy factors. In looking at the goal statements presented in this Table, it can be seen that respondents feel the goal *to provide the most effective learning resources* (# 94) "should be" the most important goal at the College. Six of the nineteen goals *(to provide the most effective learning resources* (# 94), *to provide opportunities for students to prepare for specific vocational and technical careers* (# 91), *to create an environment characterized by high morale and dedication among the staff, faculty, and administration* (# 95), *to provide academic, vocational avocational, and personal counseling services for students* (# 92), *to improve critical thinking ability* (# 109), and *to provide a comprehensive student financial aid program* (# 93), respectively, say the respondent group, "should be" of high importance at the College.

According to the rank ordering of discrepancy factors depicted in Table 2, respondents feel the goals *to influence basic beliefs* (# 103) and *to actively recruit the poor and disadvantaged* (# 108), respectively, require the least amount of added concern on the part of the College.

TABLE 2: MISCELLANEOUS GOAL STATEMENT SUMMARIES FOR TOTAL GROUP RANK ORDERD BY "IS" AND "SHOULD BE" MEANS AND DISCREPANCY FACTORS

Goal Statement	"Is" Mean	"Is" Rank	"Should Be" Mean	"Should Be" Rank	Discrepancy* Factor	Discrepancy* Rank
12 To ensure that sudents who graduate achieve some level of reading/writing/math competency	3.20 **(1.00)	3	4.36 (.72)	1	+1.16	1
71 To work for/maintain a large degree of inst. autonomy in relation to gov't. ed. agencies	2.66 (.83)	9	3.18 (1.02)	7	+.52	7
80 To maintain or work for a reputable standing for the inst. witnin the academic world	3.41 (.86)	1	4.05 (.76)	2	+.64	6
82 To carry on broad and vigorous programs of extra-curricular activities and events for students	2.90 (.79)	7	3.40 (.93)	6	+.50	8
84 To be organized for short, medium, and long-range planning for the total institution	3.38 (.83)	2	4.05 (.72)	2	+.67	5
85 To include local citizens in planning college programs that will affect the local community	3.05 (.96)	5	3.75 (.93)	3	+.70	4
86 To excel in inter-collegiate athletic competition	3.09 (1.05)	4	2.72 (1.10)	8	− .37	9
88 To create a climate in which systematic evaluation of programs is accepted as an inst. way of life	2.98 (.87)	6	3.65 (.84)	4	+.67	5
89 To systematically interpret the nature, purpose, and work of the institution to citizens off campus	2.90 (.86)	7	3.62 (.91)	5	+.72	3
90 To achieve consensus among people on campus about the goals of the institution	2.78 (.88)	8	3.62 (.87)	5	+.84	2

* "Should Be" mean minus "Is" mean.

** Standard Deviation.

TABLE 3: LOCAL GOAL STATEMENT SUMMARIES FOR TOTAL GROUP RANK ORDERED BY "IS" AND SHOULD BE" MEANS AND DISCREPANCY FACTORS

Goal Statement	"Is" Mean	"Is" Rank	"Should Be" Mean	"Should Be" Rank	Discrepancy* Factor	Discrepancy* Rank
91 To provide opportunities for students to prepare for specific vocational and technical careers	3.63 **(.83)	1	4.37 (.66)	2	+.74	11
92 To provide academic, vocational, avocational, and personal counseling services for students	3.20 (.86)	5	4.29 (.67)	4	+1.09	3
93 To provide a comprehensive student financial aid program	3.36 (.86)	3	4.02 (.79)	6	+.66	14
94 To provide the most effective learning resources	3.57 (.83)	2	4.40 (.62)	1	+.83	7
95 To create an environment characterized by high morale and dedication among the staff, faculty, and administration	3.13 (.95)	7	4.33 (.72)	3	+1.20	1
96 To implement a management information system which utilizes the latest techniques of management	3.02 (.90)	9	3.78 (.89)	11	+.76	10
97 To provide the highest quality institutional services, i.e., computer services, community relations, etc. . .	3.11 (.82)	8	3.93 (.79)	7	+.82	8
98 To reduce student attrition	2.97 (.84)	11	3.68 (.95)	13	+.71	13
99 To raise a students level of social status and income	2.95 (.87)	12	3.42 (1.04)	17	+.47	16
100 To insure satisfaction with the college	3.16 (.85)	6	3.88 (.90)	8	+.72	12
101 To improve inter-personal relationships	2.75 (.84)	16	3.56 (.99)	15	+.81	9
102 To develop creativity and special aptitudes	2.93 (.80)	13	3.77 (.84)	12	+.84	6
103 To influence basic beliefs	2.51 (.91)	17	2.78 (1.14)	18	+.27	18
104 To allocate funds in accordance with priorities to meet established goals	3.22 (.83)	4	3.88 (.75)	8	+.66	14
105 To foster adequate pre-service and in-service training for college personnel	2.90 (.85)	14	3.80 (.88)	10	+.90	5
106 To insure that most students master courses	2.87 (.88)	15	3.81 (.92)	9	+.94	4
107 To operate a comprehensive student personnel services program	3.02 (.80)	9	3.67 (.87)	14	+.65	15
108 To actively recruit the poor and disadvantaged	3.00 (.96)	10	3.45 (.99)	16	+.45	17
109 To improve critical thinking ability	2.90 (.83)	14	4.08 (.83)	5	+1.18	2

* "Should be" mean minus "Is" mean.
** Standard Deviation.

One of the goal statements listed in Table 2, *to allocate funds in accordance with priorities to meet established goals* (# 104) is perceived as the fourth most important goal at the College at the present time. It is surprising to see, however, that this goal slips to a ranking of eight in terms of "should be" means. Equally surprising is the fact that the goal *to implement a management information system which utilizes the latest techniques of management* (# 96) drops from an "is" mean ranking of nine to a "should be" mean ranking of eleven.

In Table 4, goal area summaries for each sub-group (students, community, faculty, and administrators) rank ordered by "is" means is presented. Each of the four sub-groups perceive the goal areas *academic development*, *vocational preparation*, *meeting local needs*, and *accountability/efficiency* as being of medium importance at the College. The respondent groups did not believe any of the goal areas were considered of high importance at the present time.

Whereas *academic development* is ranked by the student and community sub-groups as the most important goal area, faculty and administrator's ranked *vocational preparation* number one. Students and members of the community appear to be more in agreement on what the goals of the College are than any of the other sub-groups.

It is not surprising to see that administrators regard the goal area *democratic governance* of medium importance (3.10) at the College, while faculty believe it is of low importance (2.60). Faculty respondents do not agree with the other three sub-groups that the goal area *community* is of medium importance as an institutional goal. Community members rank *social egalitarianism* as the tenth most important goal area; however, faculty rank it third. Only students consider the goal area *freedom* of medium importance (3.14) at the College.

There appears to be a slight misunderstanding on the part of the students and community members as to what are legitimate goals of the College. These two respondent groups are of the opinion that the goal areas *advanced training* and *research* are of low importance at BCC. Faculty and administrators indicate that these two areas are of no importance. While the difference is slight, the fact remains that people less familiar with the philosophy of a community/junior college believe that we should provide advanced educational training opportunities and conduct research.

TABLE 4: GOAL AREA SUMMARIES FOR EACH SUB - GROUP RANK ORDERED BY "IS" MEANS

Goal Area	Sub-Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
OUTCOME GOALS								
Academic Development	3.24	1	3.19	1	3.06	4	3.41	2
Intellectual Orientation	2.87	7	2.93	7	2.81	9	2.94	11
Individual Personal Development	2.69	11	2.85	9	2.90	8	2.80	12
Humanism/Altruism	2.54	13	2.71	14	2.57	14	2.47	15
Cultural/Aesthetic Awareness	2.88	6	2.74	12	2.80	10	2.77	14
Traditional Religiousness	1.86	17	1.91	19	1.59	19	1.48	20
Vocational Preparation	3.16	2	3.12	3	3.48	1	3.59	1
Advanced Training	2.51	14	2.52	15	1.62	18	1.65	18
Research	2.38	15	2.46	17	1.73	17	1.59	19
Meeting Local Needs	3.07	5	3.03	5	3.27	2	3.40	3
Public Service	2.67	12	2.73	13	2.76	11	2.79	13
Social Egalitarianism	2.86	8	2.78	10	3.11	3	3.18	6
Social Criticism/Activism	2.54	13	2.52	16	2.31	15	2.33	16
PROCESS GOALS								
Freedom	3.14	4	2.94	6	2.97	6	2.96	10
Democratic Governance	2.86	8	2.93	7	2.60	13	3.10	7
Community	3.15	3	3.14	2	2.72	12	3.24	5
Intellectual/Esthetic Environment	2.80	9	2.88	8	2.76	11	2.99	8
Innovation	2.75	10	2.77	11	2.95	7	2.98	9
Off-Campus Learning	2.26	16	2.32	18	2.16	16	2.13	17
Accountability/Efficiency	3.07	5	3.10	4	3.05	5	3.28	4

Table 5 on the following page contains goal area summaries for each sub-group rank ordered by "should be" means. It is interesting to see that students rank the goal area *academic development* fifth in terms of importance with administrators ranking it eleventh. Faculty members are the only sub-group which did not feel *vocational preparation* "should be" the number one goal at the College. Faculty members felt concern for the *community* "should be" of highest importance. It is important to note once again that students and community members believe *advanced training and research* "should be" of medium importance as an institutional goal. Faculty and administrators are clearly not in agreement.

Each of the four sub-groups is of the opinion that *meeting local needs* should be a primary goal at Brevard Community College. As expected, student respondents believe *social criticism/activism* "should be" a goal of medium importance, whereas administrators barely perceive it of *low importance.* It is equally not surprising to see that faculty members are the only group who feel *democratic governance* "should be" a goal of high importance.

It is somewhat surprising to see that the goal *innovation* is regarded of lesser importance among students and community members than among faculty and administrators. Where students and community members believe *off-campus learning* "should be" a goal of medium importance at the College, faculty and administrators feel it "should be" of low importance. Faculty members appear to be less concerned about *accountability/efficiency* as an institutional goal than are administrators.

Goal area discrepancy factors rank ordered by sub-group are depicted in Table 6. From the data presented in this Table, it can be seen that administrators believe the gap between the "is" and "should be" means in the goal area *academic development* is not as great as is perceived by the other three groups. Faculty members are the only sub-group which did not rank the goal area *individual personal development* number one in terms of discrepancy between "is" and "should be" means. Each, however, agreed that a significant[1] discrepancy existed.

Students and community members clearly believe that a significant discrepancy exists within the goal area *vocational preparation.* Students feel that in the goal area *advanced training* a discrepancy

[1]Significance is defined as a difference of +1.0 or greater.

TABLE 5: GOAL AREA SUMMARIES FOR EACH SUB - GROUP RANK ORDERED BY "SHOULD BE" MEANS

Goal Area	Sub-Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
OUTCOME GOALS								
Academic Development	3.91	5	3.90	6	3.74	8	3.61	11
Intellectual Orientation	3.94	4	4.14	3	4.00	4	3.91	6
Individual Personal Development	3.99	3	4.19	2	4.00	4	3.97	4
Humanism/Altruism	3.61	11	3.75	9	3.53	11	3.37	13
Cultural Aesthetic Awareness	3.28	16	3.07	18	3.21	14	2.98	15
Traditional Religiousness	2.68	18	2.55	19	2.00	18	1.83	19
Vocational Preparation	4.26	1	4.31	1	4.36	2	4.36	1
Advanced Training	3.52	14	3.27	15	1.87	19	1.74	20
Research	3.24	17	3.20	16	2.17	17	1.85	18
Meeting Local Needs	3.84	6	3.94	5	3.93	5	4.05	3
Public Service	3.60	12	3.56	10	3.42	13	3.39	12
Social Egalitarianism	3.64	10	3.44	13	3.63	9	3.79	8
Social Criticism/Activism	3.28	16	3.07	18	2.96	15	2.12	17
PROCESS GOALS								
Freedom	3.58	13	3.34	14	3.57	10	3.16	14
Democratic Governance	3.70	8	3.56	11	4.02	3	3.76	9
Community	4.05	2	4.06	4	4.37	1	4.23	2
Intellectual/Aesthetic Awareness	3.76	7	3.78	8	3.81	7	3.73	10
Innovation	3.64	10	3.48	12	3.74	6	3.84	7
Off-Campus Learning	3.30	15	3.13	17	2.77	16	2.80	16
Accountability/Efficiency	3.69	9	3.80	7	3.52	12	3.95	5

TABLE 6: GOAL AREA DISCREPANCY FACTORS RANK ORDERED BY SUB - GROUP

Goal Area	Sub-Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N 44)	
	Factor*	Rank	Factor	Rank	Factor	Rank	Factor	Rank
OUTCOME GOALS								
Academic Development	+.67	16	+.71	11	+.68	9	+.20	17
Intellectual Orientation	+1.07	4	+1.21	2	+1.19	3	+.97	3
Individual Personal Development	+1.30	1	+1.34	1	+1.10	4	+1.17	1
Humanism/Altruism	+1.07	4	+1.04	4	+.96	6	+.90	4
Cultural Aesthetic Awareness	+.40	19	+.33	18	+.41	17	+.21	16
Traditional Religiousness	+.82	12	+.64	14	+.41	17	+.35	14
Vocational Preparation	+1.10	2	+1.19	3	+.78	8	+.77	6
Advanced Training	+1.01	3	+.75	9	+.25	18	+.09	19
Research	+.86	10	+.74	10	+.44	16	+.26	15
Meeting Local Needs	+.77	14	+.91	5	+.66	10	+.65	10
Public Service	+.93	7	+.83	7	+.66	10	+.60	12
Social Egalitarianism	+.78	13	+.66	13	+.52	14	+.61	11
Social Criticism/Activism	+.74	15	+.55	16	+.65	11	+.39	13
PROCESS GOALS								
Freedom	+.44	18	+.40	17	+.60	13	+.20	18
Democratic Governance	+.84	11	+.63	15	+1.42	2	+.66	9
Community	+.90	8	+.91	5	+1.65	1	+.99	2
Intellectual/Aesthetic Awareness	+.96	6	+.90	6	+1.05	5	+.74	7
Innovation	+.89	9	+.71	11	+.79	7	+.86	5
Off-Campus Learning	+1.04	5	+.81	8	+.61	12	+.67	8
Accountability/Efficiency	+.62	17	+.70	12	+.47	15	+.67	8

* "Should Be" mean minus "Is" mean.

of +1.01 exists. This warrants attention when considering the fact that faculty members and administrators indicate a discrepancy of +.25 and +.09, respectively.

Members of the Brevard community rank *meeting local needs* as having the fifth largest discrepancy factor. Faculty members, administrators, and students rank it 10, 10, 14, respectively. Faculty members are of the opinion that a significant discrepancy exists in the goal areas *democratic governance*, *community*, and *intellectual/aesthetic awareness*. Of the four sub-groups studied, the largest discrepancy in the goal area *freedom* appeared within faculty. This is not unexpected.

It is interesting to see that the largest discrepancy in the goal areas *innovation* and *off-campus learning* was recorded by students. Community members recorded the highest discrepancy factor in the goal area *accountability/efficiency*.

Table 7 contains miscellaneous goal statement summaries for each sub-group rank ordered by "is" means. For the most part, data presented here indicates that there exists a considerable amount of agreement among the four sub-groups as to how these ten goals are perceived at the College.

Students and community members agree that the goal *to maintain or work for a reputable standing for the institution within the academic world* (# 80) "is" the most important goal at the College, while the goal *to be organized for short, medium and long-range planning for the total group* (# 84) "is" judged number one by faculty and administrators.

Faculty members are the only group which believes Brevard Community College regards the goal *to ensure that students who graduate achieve some level of reading/writing/math competency* (# 12) of *low importance*. All four groups, however, feel that the College considers the goals *to systematically interpret the nature, purpose, and work of the institution to citizens off campus* (# 89) and *to achieve consensus among people on campus about the goals of the institution* (# 90) of low importance.

In Table 8, miscellaneous goal statement summaries for each sub-group is rank ordered by "should be" means. All four groups ranked the goal *to ensure that students who graduate achieve some level of reading/writing/math competency* (# 12) number one - believing it "should be" of high importance. The fact that administrators are the only group which believes the goal *to maintain or work for a reputable standing for the institution within the academic world* (# 80) "should be" of medium importance (others believe it "should be" of high importance) is somewhat surprising.

TABLE 7: MISCELLANEOUS GOAL STATEMENT SUMMARIES FOR EACH SUB - GROUP RANK ORDERED BY "IS" MEANS

Goal Statement	Sub - Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
12 To ensure that students who graduate achieve some level of reading/writing/math competency	3.36	2	3.22	3	2.97	5	3.45	3
71 To work for/maintain a large degree of inst. autonomy in relation to gov't. ed. agencies	2.68	9	2.63	10	2.61	10	2.84	9
80 To maintain or work for a reputable standing for the inst. within the academic world	3.39	1	3.51	1	3.32	3	3.52	2
82 To carry on broad and vigorous programs of extra-curricular activities and events for students	2.82	7	2.93	6	2.92	8	2.93	8
84 To be organized for short, medium, and long-range planning for the total institution	3.33	3	3.34	2	3.41	1	3.59	1
85 To include local citizens in planning college programs that will affect the local community	2.93	5	3.01	5	3.10	4	3.34	4
86 To excel in inter-collegiate athletic competition	2.96	4	2.86	7	3.36	2	3.14	5
88 To create a climate in which systematic evaluation of programs is accepted as an inst. way of life	2.96	4	3.06	4	2.95	6	2.95	7
89 To systematically interpret the nature, purpose, and work of the institution to citizens off campus	2.92	6	2.80	9	2.94	7	2.95	7
90 To achieve consensus among people on campus about the goals of the institution	2.74	8	2.81	8	2.74	9	2.98	6

TABLE 8: MISCELLANEOUS GOAL STATEMENT SUMMARIES FOR EACH SUB - GROUP RANK ORDERED BY "SHOULD BE" MEANS

Goal Statement	Sub - Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
12 To ensure that students who graduate achieve some level of reading/writing/math competency	4.23	1	4.40	1	4.45	1	4.34	1
71 To work for/maintain a large degree of inst. autonomy in relation to gov't. ed. agencies	3.29	8	3.15	8	3.10	9	3.20	9
80 To maintain or work for a reputable standing for the inst. within the academic world	4.01	2	4.17	3	4.05	2	3.81	7
82 To carry on broad and vigorous programs of extra-curricular activities and events for students	3.54	5	3.39	7	3.33	8	3.27	8
84 To be organized for short, medium, and long-range planning for the total institution	4.01	2	4.19	2	3.93	3	4.20	2
85 To include local citizens in planning college programs that will affect the local community	3.67	3	3.88	4	3.68	6	3.84	5
86 To excel in inter-collegiate athletic competition	3.08	9	2.74	9	2.42	10	2.59	10
88 To create a climate in which systematic evaluation of programs is accepted as an inst. way of life	3.51	6	3.75	5	3.61	7	3.91	4
89 To systematically interpret the nature, purpose, and work of the institution to citizens off campus	3.45	7	3.48	6	3.77	4	3.98	3
90 To achieve consensus among people on campus about the goals of the institution	3.66	4	3.39	7	3.72	5	3.82	6

Members of the Brevard community are the only group which did not feel the goal *to be organized for short, medium, and long-range planning for the total institution* (# 84) "should be" of high importance. *To excel in inter-collegiate athletic competition* (# 86) is a goal only students believe "should be" of medium importance.

Table 9 on page 21 depicts miscellaneous goal statement discrepancy factors rank ordered by sub-group. Members of the Brevard community and faculty members clearly feel a significant discrepancy exists in the goal *to ensure that students who graduate achieve some level of reading/writing/math competency* (# 12). Of the ten goals listed in Table 9, administrators rank tenth the discrepancy which they believe exists in the goal *to maintain or work for a reputable standing for the institution within the academic world* (# 80).

The largest discrepancy factor for the goal *to carry on broad and vigorous programs of extra-curricular activities and events for students* (# 82) was recorded by students - as expected. It is interesting to see that Brevard County residents recorded the largest discrepancies in the goals *to be organized for short, medium, and long-range planning for the total institution* (# 84) and *to include local citizens in planning college programs that will affect the local community* (# 85).

Students are the only group which feel Brevard Community College "should be" doing more to achieve the goal *to excel in inter-collegiate athletic competition* (# 86). Administrators believe that a significant discrepancy exists in the goal *to systematically interpret the nature, purpose, and work of the institution to citizens off campus* (# 89). Of the four sub-groups studied, community members recorded the smallest discrepancy in the goal *to achieve consensus among people on campus about the goals of the institution* (# 90).

Local goal statement summaries for each sub-group rank ordered by "is" means is presented in Table 10. It is important to note that of the nineteen goal statements listed in Table 10, two: *to provide opportunities for students to prepare for specific vocational and technical careers* (# 91) and *to provide the most effective learning resources* (# 94) were ranked either one or two by each of the four sub-groups in terms of goals currently perceived at the College. As expected, faculty members believe the goal *to create an environment characterized by high morale and dedication among the staff, students, faculty, and administration* (# 95) "is" regarded of low importance at Brevard Community College, while administrators feel *to implement a management information system which utilizes the*

TABLE 9: MISCELLANEOUS GOAL STATEMENT DISCREPANCY FACTORS RANK ORDERED BY SUB - GROUP

Goal Statement	Sub - Group							
	Student (N=138)		Community (N=109)		Faculty (N=156)		Administrator (N=44)	
	Factor*	Rank	Factor	Rank	Factor	Rank	Factor	Rank
2 To ensure that students who graduate achieve some level of reading/writing/math competency	+.87	2	+1.18	1	+1.48	1	+.89	3
1 To work for/maintain a large degree of inst. autonomy in relation to gov't. ed. agencies	+.61	7	+.52	8	+.49	9	+.36	8
0 To maintain or work for a reputable standing for the inst. within the academic world	+.62	6	+.66	6	+.73	5	+.29	10
2 To carry on broad and vigorous programs of extra-curricular activities and events for students	+.72	4	+.46	9	+.41	10	+.34	9
4 To be organized for short, medium, and long-range planning for the total institution	+.68	5	+.85	3	+.52	8	+.61	5
5 To include local citizens in planning college programs that will affect the local community	+.74	3	+.87	2	+.56	7	+.50	7
6 To excel in inter-collegiate athletic competition	+.12	10	−.12	10	−.94	3	−.55	6
8 To create a climate in which systematic evaluation of programs is accepted as an inst. way of life	+.55	8	+.69	4	+.66	6	+.96	2
9 To systematically interpret the nature, purpose, and work of the institution to citizens off campus	+.53	9	+.68	5	+.83	4	+1.03	1
0 To achieve consensus among people on campus about the goals of the institution	+.92	1	+.58	7	+.98	2	+.84	4

* "Should Be" mean minus "Is" mean.

TABLE 10: LOCAL GOAL STATEMENT SUMMARIES FOR EACH SUB - GROUP RANK ORDERED BY "IS" MEANS

Goal Statement	Sub - Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
91 To provide opportunities for students to prepare for specific vocational and technical careers. . .	3.53	2	3.47	2	3.73	1	3.95	1
92 To provide academic, vocational, avocational, and personal counseling services for students	3.13	8	3.24	6	3.23	4	3.20	10
93 To provide a comprehensive student financial aid program	3.23	4	3.06	9	3.51	2	3.95	1
94 To provide the most effective learning resources	3.58	1	3.51	1	3.51	2	3.86	2
95 To create an environment characterized by high morale and dedication among the staff, students, faculty, and administration	3.28	3	3.27	5	2.83	11	3.36	6
96 To implement a management information system which utilizes the latest techniques of management	2.96	12	2.98	11	2.94	9	3.57	3
97 To provide the highest quality institutional services, i.e., computer services, community relations, etc.	3.16	7	3.13	7	3.01	8	3.25	8
98 To reduce student attrition	2.87	14	2.94	13	3.05	6	3.11	11
99 To raise the level of social status and income	3.01	10	3.06	9	2.86	10	2.80	16
100 To insure satisfaction with the college	3.18	6	3.28	4	3.05	6	3.23	9
101 To improve inter-personal relationships	2.79	16	2.83	14	2.67	16	2.75	17
102 To develop creativity and special aptitudes	3.04	9	2.98	11	2.81	12	2.86	14
103 To influence basic beliefs	2.65	18	2.57	16	2.36	17	2.45	18
104 To allocate funds in accordance with priorities to meet established goals	3.20	5	3.32	3	3.13	5	3.37	5
105 To foster adequate pre-service and in-service training for college personnel	2.85	15	3.07	8	2.80	13	2.93	12
106 To insure that most students master courses	2.92	13	2.95	12	2.76	14	2.91	13
107 To operate comprehensive student personnel services program	2.99	11	2.94	13	3.03	7	3.27	7
108 To actively recruit the poor and disadvantaged	2.70	17	2.81	15	3.27	3	3.44	4
109 To improve critical thinking ability	2.99	11	3.05	10	2.75	15	2.84	15

latest techniques of management (# 96) "is" considered to be of medium importance.

Each of the sub-groups studied felt that at the College, the goals *to develop creativity and special aptitudes* (# 102) and *to improve critical thinking ability* (# 109) are considered to be of low importance or barely of medium importance. Student, faculty members, and administrators each considered the goal *to allocate funds in accordance with priorities to meet established goals* (# 104) as being the fifth most important at the present time. They also agreed that *to foster adequate pre-service and in-service training for college personnel* (# 105)) "is" of low importance as an institutional goal.

Table 11 contains local goal statement summaries for each sub-group rank ordered by "should be" means. The four sub-groups studied agreed that the following goals "should be" of high importance at Brevard Community College: *to provide opportunities for students to prepare for specific vocational and technical careers* (# 91), *to provide academic, vocational, avocational, and personal counseling services for students* (# 92), *to provide the most effective learning resources* (# 94), and *to create an environment characterized by high morale and dedication among staff, students, faculty, and administration* (# 95).

Only administrators indicated the goals *to reduce student attrition* (# 98), *to allocate funds in accordance with priorities to meet established goals* (# 104), and *to operate a comprehensive student personnel services program* (# 107) "should be" of high importance. Agreement among the sub-groups was evidenced in the goal *to influence basic beliefs* (# 103). Respondents felt this goal "should be" of low importance.

Students, community members, and faculty ranked the goal *to improve critical thinking ability* (# 109) four, five, and four, respectively, in terms of "should be" goals; however, administrators ranked it only twelfth. Students are the only sub-group which believe the goal *to insure satisfaction with the college* (# 100) "should be" of high importance. Of the nineteen goal statements appearing in Table 10, *to actively recruit the poor and disadvantaged* (# 108) is considered of least importance to community members.

Table 12 on page 25 contains local goal statement discrepancy factors rank ordered by sub-group. Community respondents are the only sub-group which does not believe that a significant discrepancy exists in the goal *to provide academic, vocational, avocational, and personal counseling services for students* (# 92). Students and community members clearly believe that a larger discrepancy exists in

TABLE 11: LOCAL GOAL STATEMENT SUMMARIES FOR EACH SUB - GROUP RANK ORDERED BY "SHOULD BE" MEANS

Goal Statement	Sub - Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
91 To provide opportunities for students to prepare for specific vocational and technical careers. . .	4.44	2	4.40	2	4.26	3	4.48	2
92 To provide academic, vocational, avocational, and personal counseling services for students	4.33	3	4.23	4	4.32	2	4.20	5
93 To provide a comprehensive student financial aid program	4.15	5	3.87	8	3.97	5	4.16	7
94 To provide the most effective learning resources	4.47	1	4.42	1	4.32	2	4.36	3
95 To create an environment characterized by high morale and dedication among the staff, students, faculty, and administration	4.15	5	4.30	3	4.45	1	4.50	1
96 To implement a management information system which utilizes the latest techniques of management	3.75	12	3.88	7	3.68	13	3.95	10
97 To provide the highest quality institutional services, i.e., computer services, community relations, etc.	3.93	8	3.85	9	3.92	6	4.16	6
98 To reduce student attrition	3.48	16	3.48	15	3.82	8	4.27	4
99 To raise the level of social status and income	3.54	15	3.43	16	3.43	14	3.02	17
100 To insure satisfaction with the college	4.04	6	3.78	10	3.81	9	3.89	11
101 To improve inter-personal relationships	3.45	17	3.50	14	3.72	11	3.52	16
102 To develop creativity and special aptitudes	3.86	9	3.77	11	3.72	11	3.66	15
103 To influence basic beliefs	2.93	18	2.73	12	2.70	16	2.66	18
104 To allocate funds in accordance with priorities to meet established goals	3.82	10	3.91	6	3.81	9	4.12	8
105 To foster adequate pre-service and in-service training for college personnel	3.74	13	3.73	12	3.87	7	3.95	10
106 To insure that most students master courses	3.96	7	3.68	13	3.74	10	3.86	13
107 To operate comprehensive student personnel services program	3.76	11	3.39	17	3.69	12	4.00	9
108 To actively recruit the poor and disadvantaged	3.61	14	3.28	18	3.35	15	3.77	14
109 To improve critical thinking ability	4.16	4	3.96	5	4.15	4	3.88	12

TABLE 12: LOCAL GOAL STATEMENT DISCREPANCY FACTORS RANK ORDERED BY SUB - GROUP

Goal Statement	Sub - Group							
	Student (N=138)		Community (N=109)		Faculty (N=155)		Administrator (N=44)	
	Factor*	Rank	Factor	Rank	Factor	Rank	Factor	Rank
91 To provide opportunities for students to prepare for specific vocational and technical careers. . .	+.91	5	+.93	3	+.53	15	+.53	13
92 To provide academic, vocational, avocational, and personal counseling services for students	+1.20	1	+.99	2	+1.09	3	+1.00	5
93 To provide a comprehensive student financial aid program	+.92	4	+.81	6	+.46	16	+.21	18
94 To provide the most effective learning resources	+.89	6	+.91	4	+.81	8	+.50	14
95 To create an environment characterized by high morale and dedication among the staff, students, faculty, and administration	+.87	7	+1.03	1	+1.62	1	+1.14	2
96 To implement a management information system which utilizes the latest techniques of management	+.78	10	+.90	5	+.74	11	+.38	15
97 To provide the highest quality institutional services, i.e., computer services, community relations, etc.	+.77	11	+.72	9	+.91	7	+.93	7
98 To reduce student attrition	+.61	14	+.54	13	+.77	9	+1.16	1
99 To raise the level of social status and income	+.53	15	+.37	17	+.57	14	+.22	17
100 To insure satisfaction with the college	+.86	8	+.50	14	+.76	10	+.66	12
101 To improve inter-personal relationships	+.66	12	+.67	10	+1.05	5	+.77	9
102 To develop creativity and special aptitudes	+.82	9	+.79	7	+.91	7	+.80	8
103 To influence basic beliefs	+.28	16	+.16	45	+.34	17	+.21	18
104 To allocate funds in accordance with priorities to meet established goals	+.62	13	+.59	12	+.70	12	+.75	10
105 To foster adequate pre-service and in-service training for college personnel	+.89	6	+.66	11	+1.07	4	+1.02	4
106 To insure that most students master courses	+1.04	3	+.73	8	+.93	6	+.95	6
107 To operate comprehensive student personnel services program	+.77	11	+.45	16	+.66	13	+.73	11
108 To actively recruit the poor and disadvantaged	+.91	5	+.47	15	+.08	18	+.33	16
109 To improve critical thinking ability	+1.17	2	+.91	4	+1.40	2	+1.04	3

* "Should Be" mean minus "Is" mean.

the goal *to provide a comprehensive student financial aid program* (# 93) than do administrators and faculty members. The smallest discrepancy factor, +.50, for the goal *to provide the most effective learning resources* (# 94) was recorded by administrative personnel.

Significant discrepancy factors were recorded by each sub-group except student, for the goal *to create an environment characterized by high morale and dedication among the staff, students, faculty and administration* (# 95). Only administrators felt a significant discrepancy (+1.16 existed in the goal *to reduce student attrition* (# 98). Faculty, on the other hand, believe that a significant discrepancy (+1.05) does exist in the goal *to improve inter-personal relationships* (# 101). Both administrators and faculty agree that a significant discrepancy +1.02 and +1.07, respectively, does exist in the goal *to foster adequate pre-service and in-service training for college personnel* (# 105).

The smallest discrepancy (+.08) apperaing in Table 12 was recorded by administrators for the goal *to actively recruit the poor and disadvantaged* (# 108). Community respondents are the only sub-group which did not indicate a significant discrepancy exists in the goal *to improve critical thinking ability* (# 109).

Tables 13 and 14 are perhaps the two most informative tables presented for the reader's review. Table 13 contains fifteen goal statements with highest "should be" means rank ordered by total group. Inventory respondents have indicated that each of the goals listed in Table 10 "should be" of high importance as an institutional goal. As can be seen, respondents feel the goal *to provide students an opportunity for training in specific careers - accounting, nursing, etc.* (# 26) "should be" the most important goal at Brevard Community College. *To provide continuing educational opportunities for local area adults - on a part-time basis* (# 29) and *to provide the most effective learning resources* (# 94) are ranked second and third, respectively.

To provide retraining opportunities for individuals whose job skills are out of date (# 36) and *to provide opportunities for students to prepare for specific vocational and technical careers* (# 91) are two goals which one would have suspected would appear in this Table. The appearance of the goal *to be concerned about the efficiency with which college operations are conducted* (# 83) reflects the tenor of the times in American higher education.

In the last table, Table 14, fifteen goal statements with the largest discrepancy factors are rank

TABLE 13: FIFTEEN GOAL STATEMENTS WITH HIGHEST "SHOULD BE" MEANS RANK ORDERED BY TOTAL GROUP

Goal Statement	"Should Be" Mean	"Should Be" Rank
26. To provide students an opportunity for training in specific careers – accounting, nursing, etc.	4.44	1
29. To provide continuing educational opportunities for local area adults – on part-time basis	4.43	2
94. To provide the most effective learning resources	4.40	3
65. To maintain a climate of mutual trust and respect among students/faculty/administrators	4.39	4
91. To provide opportunities for students to prepare for specific vocational and technical careers	4.37	5
3. To help students identify their own personal goals and develop means of achieving them	4.36	6
12. To ensure that students who graduate achieve some level of reading/writing/math competency	4.36	6
95. To create an environment characterized by high morale and dedication among the staff, faculty, and administration	4.33	7
92. To provide academic, vocational, avocational and personal counseling services for students	4.29	8
30. To develop educational programs geared to new and emerging career fields	4.28	9
38. To assist students in deciding upon a vocational career	4.21	10
36. To provide retraining opportunities for individuals whose job skills are out of date	4.20	11
59. To maintain a climate of open/candid communication throughout the organizational structure	4.17	12
83. To be concerned about the efficiency with which college operations are conducted	4.14	13
8. To help students develop a sense of self-worth/self-confidence and a capacity for important events	4.10	14

TABLE 14: FIFTEEN GOAL STATEMENTS WITH LARGEST DISCREPANCY FACTORS RANK ORDERED BY TOTAL GROUP

Goal Statement	Discrepancy* Factor	Rank
10 To instill in students a life-long commitment to learning	+1.32	1
*3 To help students identify their own personal goals and develop means of achieving them	+1.30	2
*65 To maintain a climate of mutual trust and and respect among students/faculty/administrators	+1.27	3
* 59. To maintain a climate of open/candid communication throughout the organizational structure	+1.26	4
*8 To help students develop a sense of self-worth/self-confidence and a capacity for impact on events	+1.25	5
13 To help students be open, honest, and trusting in their relationships with others	+1.24	6
5 To increase the desire and ability of students to undertake self-directed learning	+1.22	7
64 To assure that everyone may participate/be represented in making decisions affecting them	+1.20	8
76 To create an institution known widely as an intellectually exciting and stimulating place	+1.20	8
*95 To create an environment characterized by high morale and dedication among the staff, faculty, and administration	+1.20	8
109 To improve critical thinking ability	+1.18	9
*12 To ensure that students who graduate achieve some level of reading/writing/math competency	+1.16	10
11 To help students achieve deeper levels of self-understanding	+1.13	11
*38 To assist students in deciding upon a vocational career	+1.12	12
56 To maintain a climate where faculty commitment to goals of institutions is as strong as career commitment	+1.11	13

* "Should Be" mean minus "Is" mean.

** Goal statement also listed as one of the 15 highest "Should Be" means.

ordered by total group. Respondents are of the opinion that the largest discrepancy (+1.32) exists in the goal *to instill in students a life-long commitment to learning* (## 10). Each of the fifteen goal discrepancies appearing in the Table are considered significant.

It is most important to point out that seven of the goal statements, number's 3, 65, 59, 8, 95, 12, and 38 (preceded by a double asterisk), not only contain significant discrepancy factors, but are also listed in Table 13 as having one of the fifteen highest "should be" means. This means that these are goals the respondent group not only believe "should be" of top priority, but also those for which the College has the furthest to go to achieve.

PART III

APPENDICES

page two

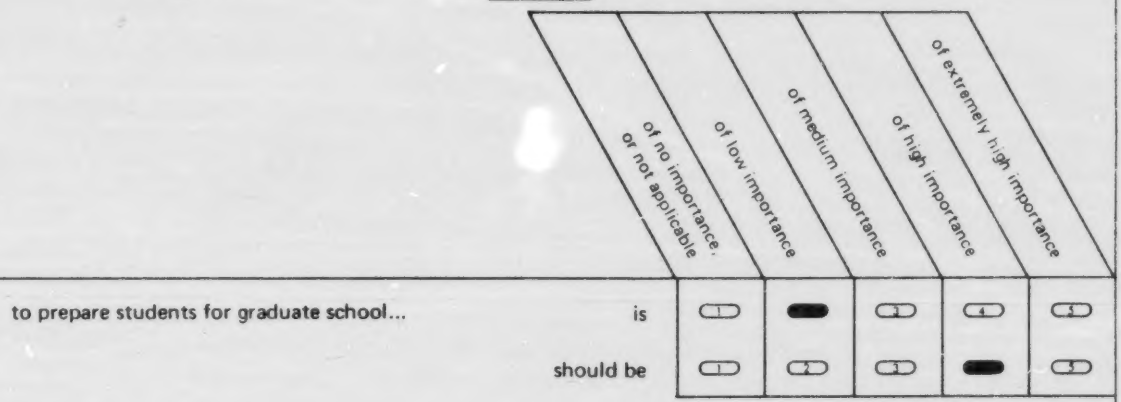
DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the example below, you are asked to respond to each statement in two different ways:

First – How important *is* the goal at this institution at the present time?

Then – In your judgment, how important *should* the goal *be* at this institution?

EXAMPLE



In the example, the respondent has indicated that he believes the goal "to prepare students for graduate school" is presently of low importance at his institution, but that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by blackening one oval after *is* and one oval after *should be*.
- Use any soft lead pencil. Do not use colored pencils or a pen–ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (√) or X's.

- Additional Goal Statements (Local Option) (91–110): A section is included for additional goal statements of specific local interest or concern. These statements may be supplied locally. If none are supplied, leave them blank and go on to the Information Questions.
- Information Questions (111–117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be most meaningful and useful to them. Respond to each question that applies.
- Subgroups and Supplementary Information Questions (118–124): Instructions may be given for marking these items. If not, please leave them blank.

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APPENDIX A, Continued.

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. to help students acquire depth of knowledge in at least one academic discipline...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
3. to help students identify their own personal goals and develop means of achieving them...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
5. to increase the desire and ability of students to undertake self-directed learning...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
7. to develop students' ability to synthesize knowledge from a variety of sources...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
9. to hold students throughout the institution to high standards of intellectual performance...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
10. to instill in students a life-long commitment to learning...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
11. to help students achieve deeper levels of self-understanding...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④
13. to help students be open, honest, and trusting in their relationships with others...	is	⓪	①	②	③	④
	should be	⓪	①	②	③	④

APPENDIX A, Continued.

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time...	is	○	○	○	○	○
	should be	○	○	○	○	○
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	○	○	○	○	○
	should be	○	○	○	○	○
16. to educate students in a particular religious heritage...	is	○	○	○	○	○
	should be	○	○	○	○	○
17. to help students understand and respect people from diverse backgrounds and cultures...	is	○	○	○	○	○
	should be	○	○	○	○	○
18. to require students to complete some course work in the humanities or arts...	is	○	○	○	○	○
	should be	○	○	○	○	○
19. to help students become aware of the potentialities of a full-time religious vocation...	is	○	○	○	○	○
	should be	○	○	○	○	○
20. to encourage students to become committed to working for world peace...	is	○	○	○	○	○
	should be	○	○	○	○	○
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	○	○	○	○	○
	should be	○	○	○	○	○
22. to develop students' ability to understand and defend a theological position...	is	○	○	○	○	○
	should be	○	○	○	○	○
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	○	○	○	○	○
	should be	○	○	○	○	○
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	is	○	○	○	○	○
	should be	○	○	○	○	○
25. to help students develop a dedication to serving God in everyday life...	is	○	○	○	○	○
	should be	○	○	○	○	○
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	○	○	○	○	○
	should be	○	○	○	○	○

APPENDIX A, Continued.

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	is	○	○	○	○	○
	should be	○	○	○	○	○
28. to perform contract research for government, business, or industry...	is	○	○	○	○	○
	should be	○	○	○	○	○
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is	○	○	○	○	○
	should be	○	○	○	○	○
30. to develop educational programs geared to new and emerging career fields...	is	○	○	○	○	○
	should be	○	○	○	○	○
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is	○	○	○	○	○
	should be	○	○	○	○	○
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...	is	○	○	○	○	○
	should be	○	○	○	○	○
33. to serve as a cultural center in the community served by the campus...	is	○	○	○	○	○
	should be	○	○	○	○	○
34. to conduct basic research in the natural sciences...	is	○	○	○	○	○
	should be	○	○	○	○	○
35. to conduct basic research in the social sciences...	is	○	○	○	○	○
	should be	○	○	○	○	○
36. to provide retraining opportunities for individuals whose job skills have become out of date...	is	○	○	○	○	○
	should be	○	○	○	○	○
37. to contribute, through research, to the general advancement of knowledge...	is	○	○	○	○	○
	should be	○	○	○	○	○
38. to assist students in deciding upon a vocational career...	is	○	○	○	○	○
	should be	○	○	○	○	○
39. to provide skilled manpower for local-area business, industry, and government...	is	○	○	○	○	○
	should be	○	○	○	○	○

APPENDIX A, Continued.

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
42. to provide educational experiences relevant to the evolving interests of women in America...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
43. to provide critical evaluation of prevailing practices and values in American society...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
47. to work with governmental agencies in designing new social and environmental programs...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
49. to help students learn how to bring about change in American society...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
50. to focus resources of the institution on the solution of major social and environmental problems...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
51. to be responsive to regional and national priorities when considering new educational programs for the institution...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭

APPENDIX A, Continued.

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53. to be engaged, as an institution, in working for basic changes in American society...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
59. to maintain a climate in which communication throughout the organizational structure is open and candid...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
60. to place no restrictions on off-campus political activities by faculty or students...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
61. to decentralize decision making on the campus to the greatest extent possible...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭

APPENDIX A, Continued.

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	1	2	3	4	5
		should be	1	2	3	4	5
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	1	2	3	4	5
		should be	1	2	3	4	5
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...	is	1	2	3	4	5
		should be	1	2	3	4	5
69.	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	1	2	3	4	5
		should be	1	2	3	4	5
70.	to experiment with different methods of evaluating and grading student perf mance...	is	1	2	3	4	5
		should be	1	2	3	4	5
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	1	2	3	4	5
		should be	1	2	3	4	5
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	1	2	3	4	5
		should be	1	2	3	4	5
73.	to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is	1	2	3	4	5
		should be	1	2	3	4	5
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	1	2	3	4	5
		should be	1	2	3	4	5
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is	1	2	3	4	5
		should be	1	2	3	4	5
76.	to create an institution known widely as an intellectually exciting and stimulating place...	is	1	2	3	4	5
		should be	1	2	3	4	5
77.	to create procedures by which curricular or instructional innovations may be readily initiated...	is	1	2	3	4	5
		should be	1	2	3	4	5
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is	1	2	3	4	5
		should be	1	2	3	4	5

APPENDIX A, Continued .

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79.	to apply cost criteria in deciding among alternative academic and non-academic programs...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
81.	to regularly provide evidence that the institution is actually achieving its stated goals...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
82.	to carry on a broad and vigorous program of extracurricular activities and events for students...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
83.	to be concerned about the efficiency with which college operations are conducted...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
85.	to include local citizens in planning college programs that will affect the local community...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
86.	to excel in intercollegiate athletic competition...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
87.	to be accountable to funding sources for the effectiveness of college programs...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤
90.	to achieve consensus among people on the campus about the goals of the institution...	is	①	②	③	④	⑤
		should be	①	②	③	④	⑤

- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
- If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

APPENDIX A, Continued.

ADDITIONAL GOAL STATEMENTS
(Local Option)

If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be*.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	1	2	3	4	5
	should be	1	2	3	4	5
92.	is	1	2	3	4	5
	should be	1	2	3	4	5
93.	is	1	2	3	4	5
	should be	1	2	3	4	5
94.	is	1	2	3	4	5
	should be	1	2	3	4	5
95.	is	1	2	3	4	5
	should be	1	2	3	4	5
96.	is	1	2	3	4	5
	should be	1	2	3	4	5
97.	is	1	2	3	4	5
	should be	1	2	3	4	5
98.	is	1	2	3	4	5
	should be	1	2	3	4	5
99.	is	1	2	3	4	5
	should be	1	2	3	4	5
100.	is	1	2	3	4	5
	should be	1	2	3	4	5

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
101.	is	1	2	3	4	5
	should be	1	2	3	4	5
102.	is	1	2	3	4	5
	should be	1	2	3	4	5
103.	is	1	2	3	4	5
	should be	1	2	3	4	5
104.	is	1	2	3	4	5
	should be	1	2	3	4	5
105.	is	1	2	3	4	5
	should be	1	2	3	4	5
106.	is	1	2	3	4	5
	should be	1	2	3	4	5
107.	is	1	2	3	4	5
	should be	1	2	3	4	5
108.	is	1	2	3	4	5
	should be	1	2	3	4	5
109.	is	1	2	3	4	5
	should be	1	2	3	4	5
110.	is	1	2	3	4	5
	should be	1	2	3	4	5

Go on to last page.

APPENDIX A, Continued.

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- (1) Faculty member
- (2) Student
- (3) Administrator
- (4) Governing Board Member
- (5) Alumna/Alumnus
- (6) Member of off-campus community group
- (7) Other _____

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- (1) Biological sciences
- (2) Physical sciences
- (3) Mathematics
- (4) Social sciences
- (5) Humanities
- (6) Fine arts, performing arts
- (7) Education
- (8) Business
- (9) Engineering
- (10) Other _____

113. Faculty: indicate academic rank.

- (1) Instructor
- (2) Assistant professor
- (3) Associate professor
- (4) Professor
- (5) Other _____

114. Faculty: indicate current teaching arrangement.

- (1) Full-time
- (2) Part-time
- (3) Evening only
- (4) Off-campus – extension only, etc.
- (5) Other _____

115. All respondents: indicate age at last birthday.

- (1) Under 20
- (2) 20 to 29
- (3) 30 to 39
- (4) 40 to 49
- (5) 50 to 59
- (6) 60 or over

116. Students: indicate class in college.

- (1) Freshman
- (2) Sophomore
- (3) Junior
- (4) Senior
- (5) Graduate
- (6) Other _____

117. Students: indicate current enrollment status.

- (1) Full-time, day
- (2) Part-time, day
- (3) Evening only
- (4) Off-campus only – e.g., extension, correspondence, TV, etc.
- (5) Other _____

118. SUBGROUPS—one response only.
Instructions will be given locally for gridding this subgroup item.
If instructions are not given, leave blank.

- (1) One
- (2) Two
- (3) Three
- (4) Four
- (5) Five

SUPPLEMENTARY INFORMATION QUESTIONS.
If you have been provided with additional information questions, use this section for responding. Mark only one response to each question.

119.	120.	121.	122.	123.	124.
(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)
(10)	(10)	(10)	(10)	(10)	(10)

THANK YOU

APPENDIX B

Descriptions of the 20 Goal Areas in the Institutional Goals Inventory

OUTCOME GOALS

Academic Development – this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9)*

Intellectual Orientation – this goal area relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. (2,5,7,10)

Individual Personal Development – this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)

Humanism/Altruism – this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14,17,20,23)

Cultural/Aesthetic Awareness – this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)

Traditional Religiousness – this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental – in short, *traditional* rather than "secular" or "modern." (16,19,22,25)

Vocational Preparation – this goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26,30,36,38)

Advanced Training – this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. (27,31,32,41)

Research – this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)

Meeting Local Needs – this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)

Public Service – this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44,47,50,51)

Social Egalitarianism – this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42,45,48,52)

Social Criticism/Activism – this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43,46,49,53)

PROCESS GOALS

Freedom – this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54,57,60,63)

Democratic Governance – this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. (55,58,61,64)

Community – this goal area is defined as mantaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56,59, 62,65)

Intellectual/Aesthetic Environment – this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66,69,73,76)

Innovation – this goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67,70,74,77)

Off-Campus Learning – this goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68,72,75,78)

Accountability/Efficiency – this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79,81,83,87)

*The numbers in parentheses are the four Goal Statements that make up each Goal Area.

APPENDIX C

ADDITIONAL GOAL STATEMENTS

Please record your answers to the nineteen goals statements listed below on Page 10 of your Inventory booklet.

91. to provide opportunities for students to prepare for specific vocational and technical careers...

92. to provide academic, vocational, avccational, and personal counseling services for students...

93. to provide a comprehensive student financial aid program...

94. to provide the most effective learning resources...

95. to create an environment characterized by high morale and dedication among the staff, students, faculty, and administration...

96. to implement a management information system which utilizes the latest techniques of management...

97. to provide the highest quality institutional services, i.e., computer services, community relations, etc...

98. to reduce student attrition...

99. to raise the level of social status and income...

100. to insure satisfaction with the college...

101. to improve inter-personal relationships...

102. to develop creativity and special aptitudes...

103. to influence basic beliefs...

104. to allocate funds in accordance with priorities to meet established goals...

105. to foster adequate pre-service and in-service training for college personnel...

106. to insure that most students master courses...

107. to operate a comprehensive student personnel services program...

108. to actively recruit the poor and disadvantaged...

109. to improve critical thinking ability...

Please turn to Page 11 of the Inventory booklet and answer all the Information Questions that pertain to you.

**Question No. 118 is very important. Using the following key, mark which sub-group (only one) you are a member of:

One	-	BCC Student
Two	-	Member of Brevard Community
Three	-	BCC Faculty Member
Four	-	BCC Trustee
Five	-	BCC Administrator

THANK YOU for your assistance, interest, and concern.

APPENDIX D

BREVARD COMMUNITY COLLEGE
COCOA, FLORIDA 32922

MEMORANDUM

January 7, 1974

TO: BCC Faculty and Administrative Personnel

FROM: Maxwell C. King, President

RE: Completion of Institutional Goals Inventory

During the three year period 1972-1975 Brevard Community College has committed itself to participating in a Florida Community/Junior College Needs Assessment Consortium whose goal is the construction of a vehicle which will uncover the educational needs of the community, as well as classify, organize, and prioritize them for each college to use in its decision-making process.

A major component of the overall Needs Assessment Consortium activity for 1973-1974 is to identify an effective process through which a community/junior college "family" can revise college goals in line with identified community needs. In addition to participating in other consortium activities, Brevard Community College agreed to undertake and complete the specific mission of designing and testing a goals-setting model which would interface with the community needs assessment model.

I am happy to report that the goals-setting model has been developed. We are now in the process of field testing the model and are in need of your assistance. Your completing the enclosed Institutional Goals Inventory, which constitutes a major component of the goals-setting model, and returning it to Dr. Robert L. Breuder, Project Director, in the enclosed, addressed envelope on or before Friday, January 18, would be very much appreciated. Your contribution will assist the College in developing a refined process for identifying and revising its goals.

Before completing the Inventory, please review carefully the attached instructions.

Thank you.

MCK:deb
Enc.

APPENDIX D

January 7, 1974

Dear Student:

Brevard Community College is currently developing a refined process for identifying and revising its goals. In so doing, we believe that we can more adequately serve you - the student, and other members of the community.

One of the components of this goals-setting process calls for the administering of an Institutional Goals Inventory to three hundred students currently enrolled at the College. Your name was randomly selected from a list of more than seven thousand to participate in this institution-wide study.

Accordingly, may I ask that you assist us with this important task by taking a few minutes from your busy schedule to complete the enclosed Inventory and returning it to Dr. Robert L. Breuder in the enclosed, prepaid, addressed envelope on or before Friday, January 18, 1974.

Before completing the Inventory, please review carefully the attached instructions. I would like to express my sincerest appreciation for your assistance and concern.

Sincerely,

Maxwell C. King
President

MCK:deb
Enc.

APPENDIX D

January 7, 1974

Dear Brevard County Resident:

Brevard Community College is currently developing a refined process for identifying and revising its goals. In so doing, we believe that we can more adequately serve the residents of Brevard County.

One of the components of this goals-setting model calls for the administering of an Institutional Goals Inventory to three hundred members of the Brevard community. Your name was randomly selected from a list of more than 68,000 to participate in this institution-wide study.

Accordingly, may I ask that you assist us with this important task by taking a few minutes from your busy schedule to complete the enclosed Inventory and return it to Dr. Robert L. Breuder in the enclosed, prepaid, addressed envelope on or before Friday, January 18, 1974.

Before completing the Inventory, please review carefully the attached instructions. I would like to express my sincerest appreciation for your assistance and concern.

Sincerely,

Maxwell C. King
President

MCK:deb
Enc.

APPENDIX E

INVENTORY
INSTRUCTIONS

The Institutional Goals Inventory should take approximately 45 minutes to complete. In order to correctly tabulate and score the Inventory booklets, it is essential that you keep the following in mind:

PLEASE -

1. DO NOT write your name on the Inventory booklet.

2. DO NOT attach anything to (or damage in any way) the cover or pages of the Inventory booklet.

3. DO NOT bend the Inventory booklet. Return only the completed Inventory booklet in the enclosed, prepaid, addressed envelope.

4. USE ONLY a pencil to complete the Inventory. No extraneous marks should be made on the Inventory booklet. Make certain all erasures are complete.

5. ALL RESPONSES must be recorded in the Inventory booklet.

*6. ANSWER the additional goal statements (numbers 91-109) listed on the yellow sheet inserted between pages 10 and 11 of the Inventory booklet.

You are now ready to complete the Inventory. Please turn to the DIRECTIONS on page 2 of the Inventory booklet.

Thank you.

APPENDIX F

BREVARD COMMUNITY COLLEGE
COCOA, FLORIDA 32922

MEMORANDUM

January 21, 1974

TO: BCC Faculty and Administrative Personnel

FROM: Robert L. Breuder, Director of Special Projects RLB

RE: Completion of Institutional Goals Inventory

On January 7, 1974, all faculty and administrative personnel received a memorandum from Dr. King, in which he asked that you complete the attached Institutional Goals Inventory and return it to me by January 18, 1974.

As of this date, our records indicate that you have not returned your completed Inventory booklet. The success of our study is contingent upon the number of completed Inventories returned. Your taking a few minutes to complete the Inventory would be deeply appreciated. In the event you misplaced your booklet, please let me know.

Unfortunately, there has been some concern about the number that appears on the back cover of the booklet. This number is used for coding purposes only so that we know who has not returned their completed Inventory. There would be no practical way of follow-up were this not done.

In the event you misplaced the Inventory mailed to you, please contact my office and another copy will be sent to you.

Many thanks for your cooperation in this matter.

RLB:db

APPENDIX F

January 21, 1974

Dear Student:

On January 7, 1974, you were sent a letter by Dr. King, President of Brevard Community College. Attached to the letter was an Institutional Goals Inventory, which you were asked to complete and return to my office by January 18, 1974.

As of this date, our records indicate that you have not returned your completed Inventory booklet. The importance of receiving your completed Inventory cannot be too lightly stressed, since the success of this study is determined by the number of completed Inventories received. You can help make this a successful study by returning your completed Inventory as soon as possible.

In the event you misplaced the Inventory mailed to you, please contact my office (632-1111, Ext. 319) and another will be sent to you.

Many thanks for your cooperation in this matter.

Sincerely,

Robert L. Breuder

Robert L. Breuder
Director of Special Projects

RLB:deb

APPENDIX F

January 22, 1974

Dear Brevard County Resident:

On January 7, 1974, Dr. Maxwell C. King, President of Brevard Community College, sent you a letter in which he asked that you complete an Institutional Goals Inventory as part of a study we are conducting at the college and return it to me by January 18, 1974.

As of this date, our records indicate that we have not received your completed Inventory booklet. Since the success of this study is determined by the number of completed Inventories returned, it is very important that we receive your booklet.

In the event you misplaced the Inventory mailed to you, please contact my office (632-1111, Ext. 319) and another will be sent to you.

My sincerest appreciation for your cooperation in this matter.

Sincerely,

Robert L. Breuder

Robert L. Breuder
Director of Special Projects

RLB:deb

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION